DOCUMENT RESUME

ED 414 738 FL 024 931

AUTHOR	Tillyer, Anthea
TITLE	The TESL-L Electronic Network.
INSTITUTION	City Univ. of New York, NY. Hunter Coll.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1995-00-00
NOTE	47p.
CONTRACT	P116B20963
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Computer Uses in Education; *Discussion Groups; *Electronic Mail; *English (Second Language); Faculty Development; Federal Aid; Grants; Higher Education; *Information Networks; Information Sources; International Education; *Internet; *Language Teachers; Professional Development; Program Descriptions; Second Language Instruction
IDENTIFIERS	City University of New York Hunter College; United States Information Agency

ABSTRACT

The report describes a federally-funded project at Hunter College (New York) to develop an Internet and electronic mail-based resource for teachers of English as a Second Language (TESL). The program has three major components: (1) the TESL-L Electronic Discussion Forum, a list service operating on a simple e-mail program and offering teachers a chance to communicate with thousands of their peers, asking questions, getting advice, and offering comments; (2) eight special interest e-mail branches open for discussion of areas of particular teacher interest; and (3) an electronic archive of materials for teaching English as a Second Language. The total number of subscriptions to the TESL-L Forum and its related branches and archives rose from 750 at the beginning of the grant (September 1992) to 19,000 by the grants' end (September 1995). The usefulness of the project to teachers has been validated by the United States Information Agency, which has assumed funding for the project as a service to teachers and its project officers around the world. (MSE)

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ED 414 738

THE TESL-L ELECTRONIC NETWORK

Grantee Organization:
Hunter College
City University of New York

695 Park Avenue
New York. NY 10021

Grant Number:
P116B20963

Project Dates:
Starting Date: September 15, 1992
Finishing Date: August 14, 1995
Number of months: 36

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Grant Award:
Year 1 $62,017
Year 2 $68,584
Year 3 $80,082

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THE TESL-L ELECTRONIC NETWORK

an online forum for teachers of English as a second/foreign language

Final report to FIPSE

Table of contents:

B. Summaries:
1. Project Summary 1
2. Executive Summary 2

C. final Report 5
a. Project Overview 5
b. Purpose 6
c. Background and Origins 6
d. Project descriptions 8
e. Evaluation/Project Results 10
f. Summary and Conclusions 15
g. Appendices
A. Notes for FIPSE 16
B. TESL-L Welcome (doc.)17
C. TESL-L Filelist (doc.) 29

B. SUMMARIES:

1. PROJECT SUMMARY

The TESL-L Electronic Network project is an Internet email-based resource for teachers of English as a Second Language (ESL) or Foreign Language (EFL). It has three important components: The TESL-L Electronic Discussion Forum, the Special Interest Branch Forums, and the TESL-L Electronic Archives. The total number of subscriptions to the TESL-L Forum and its related branches and archives rose from 750 at the beginning of our FIPSE grant (9/92) to a total of 19,000 by the end of our grant in 9/95. The usefulness of the TESL-L Project to teachers has been validated by the United States Information Agency, which has assumed funding for the project as a service to teachers and its project officers around the world.

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SUMMARIES (continued)

2. EXECUTIVE SUMMARY

Project Title: The TESL-L Electronic Network
Grantee Organization: Hunter College
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Project Director: Anthea Tillyer (212) 757-5741 aticc@cunyvm.cuny.edu

a. Project Overview

Like teachers everywhere, teachers of English as a second language (ESL) are interested in professional growth and in learning how other teachers think and teach. However, teachers of ESL are often professionally isolated because they are typically employed as part-time or "adjunct" teachers at several different schools, geographically scattered, and frequently unable to attend professional conferences or get access to professional journals. The TESL-L electronic network project uses simple email technology and the Internet to give these teachers online resources for professional development. When the TESL-L project FIPSE grant started in September, 1992, there were 750 members of TESL-L. Today, three years later, there are 10,200 active members in 92 countries, but the forum is followed by countless other teachers through electronic redistribution services and electronic bulletin boards. A conservative estimate of the number of students indirectly served by their teachers' participation in this forum is 200,000 a year.

Members use the electronic discussion forum to share questions and answers on issues related to teaching English as a Second or Foreign Language. For example, they might ask for recommendations for books for particular levels or language backgrounds. There are questions about particular classroom problems, from disruptive students to plagiarism. In addition, teachers can use the forum (also known as a "List") to find collaborators for classroom projects, books, and articles.

Since the whole project is run on a simple electronic mail program (LISTSERV), it is accessible to anyone who can send and receive email. It is this simplicity and ease of use that continues to attract teachers from around the world. The forum is growing at the rate of 10 new members a day, every day.

b. Purpose

TESL-L provides ESL teachers with three easily-accessible online services:

1. The TESL-L interactive electronic forum (or "list"), which operates on a simple email program but offers teachers a chance to "talk" to thousands of their peers, asking questions, getting advice, and offering comments;
2. The TESL-L project also has eight special-interest electronic (email) "branches, so that teachers can select an area of particular interest to them and then use the Internet to "discuss" these issues with their colleagues worldwide.
3. The TESL-L electronic archive of materials for teaching English as a second or foreign language. The archive contains a priceless collection of files that are easily accessible to any teacher with access to electronic mail. At the end of 1995, the rate of usage of the TESL-L archives was 500 files every 3 days. The host machine (at the computer center of the City University of

New York) keeps complete records of the usage of the TESL-L forums and the archives. A catalog of the TESL-L archived files is in Appendix C of this report.

c. Background and Origins

The original TESL-L project consisted of one electronic forum (or "List"), created in May, 1991 by Anthea Tillyer at the City University of New York (CUNY). Its original purpose was to provide adjunct faculty at CUNY with the opportunity to establish professional bonds with other ESL teachers in the university, to help them gain professional development and to lessen their professional isolation. It soon became apparent, however, that ESL teachers all over the world were eager to participate in just this kind of forum. As the membership grew and grew and the volume of mail increased, a grant was sought from FIPSE. In this case, FIPSE's willingness to take a "risk" on a project that used the then-almost-unknown Internet allowed TESL-L to prosper and become the single greatest influence in ESL/EFL teaching in the United States, probably in many other countries too. Without the grant from FIPSE, TESL-L would not have survived, even as the single electronic discussion forum that it originally was. Teachers everywhere use TESL-L as a resource, as a source of faculty development, and as a support group. As it has grown, TESL-L has developed several special-interest branches, a gopher and archive of electronic materials, a language teaching software archive (CELIA), an electronic scholarly journal (TESL-EJ), and a service to provide the program books of relevant scholarly conferences in electronic form.

d. Project Descriptions

Many resources on the "electronic superhighway" require fast computers, advanced technology, and advanced computer knowledge. TESL-L, on the other hand, is a simple resource that uses only email to achieve its position as the most important teacher resource in the field of teaching English as a second/foreign language and in teacher training. Teachers who wish to join TESL-L send a simple email message to a program called LISTSERV at the computer of the City University of New York. The new user is then welcomed to the group and receives a long "Welcome Message" (Appendix B) which describes all the services of TESL-L and how to use them. Members can choose to leave the group (also known as a *LIST*) at any time and they can also arrange to receive no email from the group temporarily. All this is done with simple email messages. All the electronic "discussion" is carried on by email. Members receive all the mail that is addressed to the whole group; then they have the option of replying privately to the sender or replying to the whole group, by email. Since TESL-L is simple text-based, with no graphics or sound or color, it is fast, easy, and inexpensive.

TESL-L members can also retrieve files from the extensive TESL-L archive (Appendix C). To get a file, a user sends a 4-word email message to the LISTSERV program at CUNY. The file arrives in the user's electronic mail box almost instantly.

In addition to the electronic discussion in the "main" TESL-L forum, members can choose to join any one of seven special interest electronic branches. TESL-L branches focus on the following areas of teaching ESL/EFL: Jobs and Employment Issues; Teaching with Computers and Technology; Intensive English Programs Teaching and Administration; Literacy and Adult Education; Materials Writing; English for Specific Purposes. These branches were established to give members a chance to choose which kind of discussion they would participate in and so that each person could control his/her own mail volume.

In a further attempt to hold down the total volume of email generated on TESL-L every day and to keep it focused, the Project Director (in consultation with an Advisory Board of 14 TESL-L members) eventually made the decision to turn TESL-L into an edited forum. This

means that each message submitted for "posting" to the forum is first checked for relevance. Trivial, repetitive, or irrelevant messages are returned to the sender. Becoming a moderated/edited forum was a very tough decision, but it has proved to be the right decision... TESL-L is now always focused on classroom issues in teaching ESL/EFL and its mail volume has greatly decreased from 70 messages a day (before editing) to an average of 18 a day now.

e. Evaluation

By any measurement, TESL-L is a success: its total membership is growing daily; it is quoted in every recent article, journal, and book in the field of teaching English as a second or foreign language. It has spawned a variety of projects among teachers who "met" on TESL-L. Its influence in teaching ESL cannot be denied. The evaluator of the project received feedback from several hundred TESL-L members, all of whom described using techniques or books or ideas that they had heard about on TESL-L. The complete evaluation report is to be found on page . Even the project director's teaching has been enhanced by things learned on the forum! It is a resource for all teachers, for all seasons. And students are the ultimate beneficiaries. TESL-L is so highly regarded in the field that virtually all MA TESOL programs in the US require their students teachers to belong to TESL-L. At one school - Central Missouri State University - the daily log of TESL-L messages is the assigned text for a TESOL methods course. But perhaps the most persuasive evidence of the value of TESL-L to teachers is that the United States Information Agency (English Language Division) requires that all its officers be members of TESL-L. The agency has also assumed funding of TESL-L upon the termination of our FIPSE grant. Another manifestation of how highly the TESL-L project is regarded as a resource for teachers is that the European Community has approached the TESL-L project director with a view to establishing a similar electronic resource for teachers in Europe, modeled on TESL-L. That project is due to start in March, 1996.

f. Summary and conclusions

What is to be concluded from the success of TESL-L? The most obvious conclusion to draw is that teachers are extremely eager to share ideas, thoughts, and questions with their peers. Far from burn-out, teachers seek professional growth and the counsel of their peers.

It is also clear that teachers who have no experience with technology and who perhaps are not attracted to it will get "online" if they perceive that there is some personal gain in it, a specific purpose. During our second year, we conducted an online evaluation; one of the questions was *How long have you been a member of TESL-L?* The average time given in those answers was 18 months. The next question asked *How long have you been using electronic communications?* Again, the answer was 18 months, leading us to conclude that the existence of TESL-L was a driving force in getting English language teachers "online".

The success of the project, while gratifying, has created problems for the project, however. The amount of work involved was much, much greater than had been foreseen and budgeted for. Also, the free-wheeling style of the Internet is sometimes at odds with the goal of the project to stay in focus on the classroom issues of teaching ESL - Internet users are a vociferous group who can perceive attempts to remain focused as attempts to impose censorship. People who run projects on the Internet need to have stamina, clear goals, and a thick skin. They also need the wonderful support of the people at FIPSE. Certainly, TESL-L would not be in existence without the professional support of FIPSE and (of course) the FIPSE grant. Thank you, FIPSE.

The TESL-L Electronic Network

an electronic forum for teachers of English as a second or foreign language

C. FINAL REPORT

a. PROJECT OVERVIEW

The TESL-L Electronic Network project has three important components: The TESL-L Electronic Forum, the Special Interest Branch Forums, and the TESL-L Electronic Archives. Although all of these are part of the same project, each one has become extremely significant and important in its own right to the field to Teaching English as a Second Language (ESL) or Foreign Language (EFL). All three components of TESL-L are simple, email-based resources that are easy to learn and use and do not require expensive equipment.

When our FIPSE grant started in September, 1992, the TESL-L electronic forum had 750 members, no branches, and no archives. Three years later, the total membership of the TESL-L forum and branches is 19,000 ESL and EFL teachers in 92 countries. The seven online special interest branches together have a total of 9,000 members, and the TESL-L archives are regarded worldwide as the most valuable and popular resource available in any medium for ESL/EFL teachers. If each TESL-L member teacher only uses the archives once a year, and only teaches 30 students in a year, the TESL-L archives would have an impact on 570.000 students each year. In reality, though, we know that the archives are accessed by TESL-L members 60,833 times a year, and the actual number of students who benefit through their teachers is incalculable.

TESL-L started as a resource for teachers who found themselves professionally isolated either by geography or circumstance and who wanted to share ideas, materials, and questions with their colleagues. At the beginning, the electronic forum was planned as a "support group" for teachers at the City University of New York; however, teachers from around the world soon also joined and found the forum helpful to their teaching and professional development. The large numbers of teachers who joined TESL-L both demonstrated the need for such teacher resources and the need for funding to support the project, which had begun to take up more and more of its creator's time and energy.

The FIPSE grant (9/92 - 9/95) supported expansion of the network so that it now has eight special interest electronic branches and a rich and extensive electronic archive of materials. TESL-L was thus able to become one of the most valuable resources available to student teachers, new teachers, experienced teachers, and researchers in the fields of teaching ESL/EFL and linguistics. So valuable a resource is it, in fact that as far as the project evaluator could ascertain, every teacher training program in the US assigns membership of TESL-L as a requirement for its bilingual and ESL student-teachers. Outside the US, Teacher training programs in Australia, Austria, England, France, Germany, Finland, India, Japan, Hong Kong, New Zealand, and Russia participation in TESL-L as an obligation for its trainee teachers. TESL-L has thus been enriched by sharing among teachers from all over the world. The international character of TESL-L is enhanced by participation by the United States Information Agency, which requires membership of TESL-L of all its language officers and Fulbright language scholars overseas. In addition, the European Community has, unsolicited, retained the services of the TESL-L Project Director with a view to establishing a similar network for teachers in Europe. Their view is that this kind of communication is cost effective and very valuable to teachers.

b. PURPOSE

The TESL-L project serves as a convenient, inexpensive, and easy professional development resource for ESL/EFL teachers. The idea is to share issues that come up in teaching and research; it also offers teachers an opportunity to collaborate with colleagues both near and far on class projects, publications, research, and so forth. For example, a teacher in the College Writing Program at Berkeley, California, wanted to collaborate on an extensive paper that would examine the value and process of student written projects. The teacher announced her plan on TESL-L and soon had a collaborator from the City University of New York, who was working on similar issues. These collaborators have produced two published papers and are working on a book. Other teachers have "met" in the forum and have collaborated on other electronic ventures, such as the student version of the TESL-L project. The "student lists project is run jointly by teachers in Japan and Australia on a machine located at Latrobe University in Australia.

In addition to the interactive discussions on TESL-L and its specialized branches, TESL-L members have access to the archives, an online resource that many users feel is the most valuable part of the TESL-L project. The TESL-L archives contain approximately 600 entries of text files related to the field of teaching English as a second or foreign language. The files are easily retrievable by email by all TESL-L members, which is one reason for their popularity. The value of the archives is not only that they are easily accessible, however; the entries are well-catalogued and relevant to the teaching of English as a second or foreign language.

c. BACKGROUND AND ORIGINS

TESL-L was created to fill the professional needs of many ESL/EFL teachers at the City University of New York (CUNY). CUNY's 18 campuses are spread out all over New York City and its faculty have little opportunity to share concerns in their fields with other CUNY faculty. For ESL faculty, the problem of professional isolation is even more acute because so many of them are adjunct faculty who are even less likely to be able to meet and share with colleagues. Moreover, the traditional means of faculty development - journals and conferences - are beyond the economic reach of many ESL/EFL teachers.

After TESL-L was started, however, it became clear that the experience of CUNY's ESL teachers was far from unique, as TESL-L became "home" to more and more teachers from around the world and the United States. By word of mouth, TESL-L grew and grew, putting more pressure on the computer resources at CUNY and on the creator of TESL-L. In addition, the popularity of TESL-L was almost destroying it because, as the numbers of members grew, so did the amount of email that each member received. The volume of mail was becoming unbearable.

With the award of our 3-year funding from FIPSE, TESL-L was able to grow, expand, and improve. A full-time project director, Anthea Tillyer, was funded, as was a part time archivist. These two people built and maintained the TESL-L project, and continue to do so. The first task for the newly-funded project was to address the question of the volume of mail on TESL-L, which had grown to a level that was intolerable to some members, causing them to leave the forum. The creation of the TESL-L branches to focus on specialized topics greatly helped. In addition, "posting" guidelines were created and distributed.

The TESL-L branches have flourished. The Jobs and Employment Issues Branch (TESLJB-L) is itself one of the largest interactive forums on the Internet. It has almost 3,000 members in 57 countries. The Computers and Technology branch (TESLCA-L) has its own

special regular column in *CAELL Journal* (Computer-Assisted Language Learning Journal), edited and compiled by Jeff Magoto of the University of Oregon. TESLCA-L is also a regular feature of the *EFL Gazette* (a British commercial publication) and the *Computer-Assisted Language Learning Newsletter*, published by TESOL (Teachers of English to Speakers of Other Languages).

Recently, the Fluency First branch has been the scene of an experimental online faculty development seminar which focuses on Fluency First (an approach to teaching ESL/EFL that was developed by a previous FIPSE grant at another college). The online seminar is proving very popular, judging by the number of participants (840 in 25 countries), and the enthusiastic mail. The seminar will run well beyond the end of our FIPSE funding, to June 1996.

Our FIPSE funding also made possible the creation, development, and maintenance of the TESL-L archives, which many consider to the most useful part of the whole TESL-L project. A list of the files available will be found in Appendix C to this report. The archives contain both "permanent" and "temporary" entries. Permanent files are considered permanent resources for teachers (articles, lesson plans, bibliographies, etc.) Temporary entries generally include dated materials, such as the program books for conferences. Starting in 1993, the program book for the annual conference of TESOL (Teachers of English to Speakers of Other Languages) has been included in the archives so that even TESL-L members who cannot attend the conference have a chance to see the conference offerings and know which conference handouts they would like to "download" from the archives after the conference. For TESL-L members who are planning to attend the conference, the archived program book offers a chance to plan a productive conference week in advance. TESL-L's archive receives approximately 60,000 "hits" (requests for files) a year. The CUNY mainframe machine which houses TESL-L and its archives automatically records each virtual "visit" to the archives. Likewise, every message to TESL-L and its branches is recorded, making it easy to evaluate the effectiveness and popularity of the project.

TESL-L also has a *gopher* site on the CUNY machine, created with funds awarded by the United States Information Agency. *Gopher* is a kind of database which makes it possible to access information without using email, so it is especially useful to those who wish to reduce the amount of email that they receive.

Another way that the TESL-L project director has helped TESL-L members to reduce the amount of mail their receive is to have TESL-L "shadowed" as a newsgroup on the *Netnews* Bulletin Board. *Netnews* (aka *USENET)* is an international series of electronic bulletin boards, one of the earliest activities on the Internet.

Other creations of the TESL-L project are the CELIA (Computer Enhanced Language Instruction Archive), a clearinghouse for language teaching software, and TESL-EJ, the first electronic scholarly journal in the field of applied linguistics and teaching ESL/EFL. Although these two projects originated with the FIPSE TESL-L project, running them became too burdensome for the TESL-L project director. Consequently, CELIA is now housed at Latrobe University in Australia (http://www.latrobe.edu.au/gse/celie/celia.html), where it is supported by a grant from the Australian government. TESL-EJ has a full editorial board; its editor is now Dr. Margaret Sokolik (UC Berkeley) and its technical editor is Dr. Thomas Robb (Kyoto-Sangyo University). Like CELIA, TESL-EJ can be found on the World Wide Web at http://www.kyoto-su.ac.jp/information/tesl-ej/. Neither CELIA nor TESL-EJ were planned or proposed as part of the TESL-L FIPSE project, but they were natural offshoots of it and demonstrate the far-reaching effects of the TESL-L FIPSE project.

d. PROJECT DESCRIPTION

i. The TESL-L Electronic Forum (or "List"):

TESL-L is an email-based discussion group that brings together teachers of English as a second or foreign language to share thoughts, answers, and information on issues that relate to their classroom teaching. The forum is hosted by the mainframe computer of the City University of New York and runs on software called Lsoft LISTSERV. The correct technical term for this type of electronic discussion group is "list"; however, this word confuses many non-technical people, so we use the word "forum" to refer to TESL-L and its branches. Members join TESL-L by sending an email message to the LISTSERV software, which processes the subscription automatically and sends the new member a "Welcome Message" (see Appendix B). Once a member, the user is able to join any or all of the TESL-L branches (instructions are included in the Welcome Message) and to use all the resources in the TESL-L archives. Of course, every user has a right to "post" (send) questions to the TESL-L group and/or to make comments on the topic (s) currently under discussion.

At the beginning, TESL-L had so few members that not much effort was made to keep messages relevant to the topic: the teaching of English as a second language. However, as membership grew, so did the number of messages every day. And as membership grew, so did the number of trivial or irrelevant messages posted to the group. One of the first things that the project director did when the FIPSE grant started was to create a set of Posting Guidelines of what was and was not appropriate for posting to TESL-L. The Posting Guidelines were the result of consultation with several long-time members of the TESL-L forum, and they have been adopted by several other Internet forums. Although TESL-L never had a high proportion of trivial and/or junk mail compared to many forums on the Internet, the size of TESL-L meant that every effort had to be made to keep down the volume of mail - all mail, but especially trivial mail. TESL-L was an unedited and unmoderated forum, which meant that users had to voluntarily abide by the posting guidelines. In addition, members had to voluntarily send their messages to the relevant branch and not to the main group.

By the end of the second year of the FIPSE grant, membership of TESL-L had reached 7,500 and mail volume had grown proportionately (to 70 messages almost every day). Although most of these messages were not trivial per se, many were more relevant to branch topics and many were on topics related to the field but not directly related to issues covered by TESL-L. Many users were unable or unwilling to manage this much mail, and several left the project as a result. Clearly, something needed to be done. The project director "assembled" a group of experienced users to form an Advisory Board. These 14 individuals, from 4 continents and 8 time zones, used a private online discussion forum to consult on what should be done about this excess-mail crisis which was threatening the growth and effectiveness of TESL-L. After much reflection, the group decided to turn the TESL-L forum into an edited List; since September 1994, messages to TESL-L are checked by the editors for relevance to the topic of TESL-L (classroom issues and practice in teaching TESL/TEFL); other messages are directed to TESL-L branches (if necessary) or returned to the sender as unacceptable. The decision to change the character of TESL-L was a very difficult one, and many members complained bitterly about what they saw as "censorship". However, the result has been positive: the mail volume has been greatly decreased, the focus of messages is always relevant, and the branches have flourished.

ii. The TESL-L branches:

The TESL-L branches provide teachers with specialized forums to supplement the general email "discussion" on the TESL-L "main" forum. The branches each focus on a particular area of interest in the field of teaching ESL/EFL:

1. Teaching with computers and technology
2. Intensive English programs teaching and administration
3. Jobs and employment issues in teaching ESL/EFL
4. Literacy and adult education
5. Fluency first and whole language approaches to teaching ESL/EFL
6. Teaching children
7. Materials writing
8. English for special purposes

In addition, FIPSE funding enabled the creation and support of a technical Help Line for TESL-L members who have difficulty using the service. TESL-L is the only online discussion group on the Internet that has such a technical HELP line.

iii. The TESL-L archives:

The TESL-L archives have already been described in some detail. The files in the archive come from a variety of sources, all donated. Mainly, TESL-L members contribute their own articles or papers, lesson plans, and conference handouts. In addition, the TESL-L archivist edits collections of TESL-L discussions on given topics and makes them into archived files. Other files consist of the price and product lists of publishers in the field and announcements from the two main professional bodies in the field of teaching ESL/EFL.

All TESL-L and branch mail since their inception is archived on the CUNY machine, and this *corpus* is available to anyone for study and research. In fact, the corpus has been the object of at least two doctoral dissertations into the influence of the Internet and electronic communications on the development of language.

E. EVALUATION REPORT/PROJECT RESULTS: TESL-L PROJECT

FUND FOR THE IMPROVEMENT OF
POST-SECONDARY EDUCATION
(FIPSE)
December 1995

Prepared by
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TABLE OF CONTENTS

A. History and Background

B. Population

C. Procedure

D. Findings
- a) Exchange of teaching ideas and materials
- b) Professional growth
- c) Use of e-mail
- d) Job opportunities
- e) Research activities
- f) Dissemination of information and materials
- g) Administration

E. Conclusion

a. History and Description

The TESL-L Project, supported by a grant from the Fund for the Improvement of Post-Secondary Education, was in the third year of a three-year cycle in 1995. The purpose of the grant was to: a) enhance and expand the existing network; b) create special interest branches; and c) establish and build an archive of ESL-related materials.

In the three years since its inception, TESL-L has grown to include branches specializing in teaching with computers and technology (TESLCA-L); fluency first (TESLFF-L); intensive English programs teaching and administration (TESLIE-L); jobs and employment issues (TESLJB-L); literacy and adult education (TESLIT-L); materials writers (TESLMW-L); teachers of English to children (TESLK12-L); English for special purposes (TESLP-L).

b. Population

At the time of the evaluation, there were over 10,200 subscribers to the TESL-L network. The total population including all branches is over 20,000 subscribers in 93 countries. There was a great variety in geographical location, background, preparation, interest and professional position among the subscribers. Members came from large urban areas and small rural communities, from four-year colleges, junior colleges, adult language institutes, and immigrant immersion language programs. Many members were experienced teachers, while others had just begun teaching or were enrolled in graduate programs leading to TESOL certification.

c. Procedure

The evaluator sent the following message to TESL-L and all branches.

As the assigned evaluator for the U.S. Department of Education grant that has funded TESL-L for the past three years, I am interested in hearing from people whose teaching or professional development has been affected by their use of TESL-L an/or its branches. While funding for TESL-L is secure, it is important to show that projects like this are good investments of taxpayer money. We need to show real impetus for teaching change and real information are being shared on the TESL-L network. To help in the evaluation of the TESL-L Project, I would like to hear from people who may have learned a particular technique, gotten on line to participate in E-mail, used recommended materials, learned about conferences, jobs, graduate programs, etc. I would also like to hear from people who have attended graduate or teacher-training courses which required participation in TESL-L, and/or in which the on-line output was used as material for class discussion or analysis.
(In this case, please include the name of the course and the college.)

Contributions should be sent to me privately, not to the List, via E- mail at janbc@cunyvm.cuny.edu. Please contribute any information you may have (no matter how trivial it may appear to you) that would help convey the practical and professional advantages of using TESL-L. All replies will be kept in confidence.

The message was recycled twice, and responses were logged and read daily. Five hundred fifty-four (554) replies were received in a two-week period. Replies were sorted and categorized according to their content.

d. Findings

The general response was overwhelmingly positive. Six major areas of concern were evident:

a) exchange of teaching ideas and materials;
b) professional growth;
c) use of E-mail as part of class curriculum;
d) job opportunities;
e) research;
f) dissemination of information;
g) administration of the List.

i. Exchange of teaching ideas and materials

Both veteran and new teachers expressed great satisfaction with the continuous, immediate response to postings requesting information about teaching methods and materials. One experienced teacher wrote: "Despite solid training and two and a half decades of experience, I find that I learn something new every day on the TESL-L List." This attitude was expressed with equal frequency and enthusiasm by new teachers, for whom the TESL-L list represented an "invaluable" network of support and suggestions. For new teachers, there was comfort found in the fact that seasoned professionals often confronted the same problems and difficulties that novices faced. In addition to affective support, teachers frequently cited specific instances when suggestions for curricular reform were offered and later implemented.

Several participants described efforts to formulate new courses at their institutions, and the help they received through TESL-L in either gathering documentation to support the need for the new course or in designing a curriculum for the course. Teachers and administrators responsible for introducing new ESL programs at their institutions wrote of getting "feedback on how to proceed, what to read, what to do..." Fellow list members helped fieldtest various versions of proposed courses. Teachers interested in starting new courses or programs also used the TESL-L list to document the need for specific courses. One teacher wrote that he was able to convince reluctant colleagues of the need to expand the ESL program at his school "thanks to information...from TESL-L...in a few minutes of time devoted to e-mail" by "producing a list of nearly two dozen U.S. colleges and universities..." that had similar programs in place. The benefit of participation in TESL-L as a means of documenting and supporting the growth of ESL programs throughout the United States was a recurrent response theme. Information received through TESL-L helped ESL educators provide concrete evidence to support the implementation and modification of teaching programs. In addition to curricular changes, participants also described specific recommendations of materials (books, films, audio tapes, tests) that were adopted by TESL-L users. One person wrote of receiving twenty-eight different recommendations for an intermediate-level novel in four days, and then summarizing the list of responses to share with fellow list users. Several people mentioned the help they had received from TESL-L participants in the use of computers in the classroom. There were specific recommendations of software, hardware, teaching techniques and student projects.

ii. Professional growth

A frequent theme of responses was the efficient dissemination of information about professional activities that TESL-L facilitates. Many participants wrote that they had attended and spoken at conferences that they had learned of through the TESL-L network. Several people used TESL-L to help organize conferences, find interesting speakers and form panels of presenters. One writer attributed the "huge success" of his conference to his access to the

net to both elicit suggestions for and advertise this event. Others used TESL-L to make contact with people interested in presenting similar topics at conferences, resulting in new collaborative projects. Similarly, several respondents described contacts with publishers and success in placing articles in scholarly journals through their use of TESL-L.

Participation in TESL-L also served to connect isolated ESL professionals with their colleagues throughout the country. Many teachers wrote that they were the only ESL specialists in their school, and described the TESL-L list as "a sort of teachers" lounge: a place to bounce ideas; to mull over questions of grammar, class size, testing; to discover what's new in materials and research."

For others, isolation was not caused by geography, but rather by time. Several teachers described busy schedules structured around time for teaching, taking graduate courses, and family obligations. One participant wrote that with her schedule of attending classes at night and teaching during the day, she "did not have a professional community --- except online." The Fluency First online workshop was frequently cited as an example of the flexibility and easy access afforded by TESL-L. Many wrote that they were looking forward to taking this course, and a large number of people noted that the advantage of accessing "class discussion" any time made this course ideal.

iii. Use of e-mail as part of class curriculum

In many instances, subscription to e-mail accounts was made a requirement of graduate and undergraduate classes. The following activities described by participants gave an indication of the ways e-mail was incorporated into curricula: students wrote entries in reflective journals about what they had read on TESL-L; students conducted research via e-mail; students in ESL methods classes reviewed TESL-L postings for the latest ideas in methodology and materials; students in a graduate linguistics course discussed trends on the list; young adults in an ESL course discussed aspects of American culture that they learned about through reading the postings on TESL-L.

iv. Job opportunities

Many subscribers to TESLJB-L wrote of successful job searches that resulted from participation in the list. There were several accounts of participants not only finding jobs, but having a number of possibilities to choose from, through information posted on the TESLJB-L list. Several people stressed the advantage gained from a quick response through e-mail to job postings. Many respondents wrote that they continued to check the job listings daily, even though they had already found a position. The frequent perusal of the list gave people a sense of what was available and what kind of professional preparation was generally sought. One other important aspect of the job list was its use as a means of informing unsuspecting applicants of the possible hidden disadvantages of working in certain countries or at certain institutions.

v. Research activities

Through access to TESL-L's archives and online correspondence with ESL colleagues, subscribers were able to find research collaborators, have dialogs with people sharing common research interests or find reviewers for current projects. Several participants described the advantage of having immediate access to the expertise of such a diverse group of professionals as those found online. Participants cited specific examples of using TESL-L archives to prepare for graduate classes, to prepare background reports for grant applications, and to further scholarly research. One writer's assertion that "to overlook TESL-L when doing scholarship is a serious omission in ESL-related work" seemed to reflect a commonly-held belief.

iv. Dissemination of information and materials

One topic that recurred in many responses was the value of TESL-L as a resource that could be shared with non-subscribing colleagues. Some teachers downloaded relevant postings and copied them to share with others at their schools. Some teacher-trainers used TESL-L discussion topics in workshops for new teachers; others used ideas from TESL-L to train tutors. One teacher wrote to describe his role as liaison between the list and the members of his department: "I serve as a link between my department and the greater ESL community...I am the only one in my department on the list, but with reprints of discussions and job postings, all members of my department are able to participate in the list via me...This is important to note, because numbers of subscribers don't always reflect the numbers of actual users. In my case, 20 people access the list, and it's through me. I frequently hear from my co-workers how much they value this resource and my willingness to be the link for them, bringing discussions of particular interest to their attention."

v. Administration

There were several unsolicited responses praising the dedication and professionalism of the management of the list. Members noted Anthea Tillyer's frequent contributions to discussion threads, and Susan Simon's diligence in maintaining the archives.

e. Conclusion

The number and tone of the response generated by the message sent on the TESL-L network and its branches affirmed the value of TESL-L to its subscribers. The responses to the request for information were overwhelmingly positive. The few qualifications expressed were always attached to generally positive appraisals, and usually concerned the amount of mail received. However, the great majority of responses were entirely supportive of both TESL-L and its administrators. There was frequent praise for the professionalism of those responsible for managing the network. Participants described the practical and professional advantages gained through the ready exchange of ideas for teaching specific courses or grammar points, recommendations for using specific materials and information about professional conferences and journals. Subscribers to TESL-L wrote of professional development that was fostered by announcements of jobs, graduate and certificate programs, and research proposals. The influence of TESL-L clearly reached beyond those who subscribed, as members frequently described their efforts to share and continue discussions begun online with their colleagues at work. This sense of connection, both to co-workers and to online colleagues, was frequently noted by those who responded. As one member wrote: "One of the greatest benefits I have felt from membership in the TESL-L is...a sense of connection, of being part of a community of people who have the same goals and concerns. I feel an increased sense of professionalism and of pride about the work that I do."

The TESL-L Project was in the final year of its three-year funding. Its success and its capable administration would seem to make it an ideal model for replication.

f. SUMMARY AND CONCLUSIONS

When the TESL-L project started in 1992, the Internet was still unknown to many teachers, especially teachers in the Humanities. No one realized then how electronic communications would begin to affect the daily lives of so many of us, changing many things. So it is to FIPSE's credit that the agency had the foresight to fund an unknown, a "risky" project. The project has been successful beyond anyone's expectations is a tribute to the ability of FIPSE to gauge the direction of educational winds.

The TESL-L project has succeeded in all the items proposed in the original proposal and has achieved much more besides. It has become the most important and famous resource for ESL/EFL teachers around the world. It is hard to find a professional journal published in the field in the last year or so that does not cite or refer to TESL-L.

One thing that the TESL-L project has demonstrated is that when people who are afraid of technology perceive that there is a personal reason for using it, those people will learn to use technology. TESL-L has offered teachers of English a reason for becoming acquainted with electronic communications, provided an impetus. As a result, ESL teachers are by far the most technologically-adept teachers (as a group) in the Humanities in the USA today. TESL-L has helped them to embrace the new technologies and to use each other to learn how to use the Internet for teaching and learning.

TESL-L has also demonstrated that the Internet can be used in even its most simple and primitive form to help teachers and learners: Master's programs in such diverse institutions as the Central Missouri State University at Warrensburg and the University of Illinois at Carbondale, the University of Taiwan and the University of Puerto Rico, have joined many others in requiring their student teachers in ESL/EFL to join and use TESL-L.

TESL-L continues growing at the rate of about 300 new members a month (net increase). Even the growth of the World Wide Web, with graphics, color, sound and video, has not slowed the growth of TESL-L. This is because TESL-L is simple, inexpensive, and effective. The United States Information Agency (English Language Division) finds the TESL-L project so valuable to teachers that it stepped forward to fund TESL-L after the end of the FIPSE grant (9/95). This is an annually-renewable grant.

Teachers everywhere are grateful to FIPSE for the vistas, the professional growth, and the collegiality that the TESL-L FIPSE grant made possible.

g. APPENDICES: APPENDIX A - Notes for FIPSE

1. Helpful things:

a. My project Officer, Jay Donahue, was extremely supportive. One of the most helpful aspects of his help was that he was always interested, but never interfered. He trusted me to do the right thing. I found that very challenging and it made me even more determined to do the right thing.

b. I thought that all the instructions and guidelines issued by FIPSE were excellent examples of how such things should be written. In fact, I have used them with writing classes as models of such writing.

2. Things I didn't benefit from:

a. Honestly speaking, I didn't really benefit from the FIPSE Directors' meetings; I had a really good time and very much enjoyed meeting people, but the meetings didn't really help me with my work. Perhaps the range of fields is too great. I was also bothered that all the plenary speakers were always men.

b. I found it stressful that the announced timetable didn't always pan out. In particular, it was very difficult waiting until August to hear whether I had one my award. I had a lot of professional activities riding on it, and all of them were suspended because what I wanted more than anything was to win the FIPSE grant. I was a nervous wreck, though.

3. In reviewing future proposals like mine:

a. Technology is changing so fast that almost any grant for a project that proposes to use technology has to be very "risky". That is, if the technology that is proposed is well-known to the readers, then it is probably already well on the way to being out of date. If, on the other hand, the proposed project plans to make new use of established technology, that too is a risk. FIPSE took a big risk with my project; I didn't have a technology background and what I was proposing was unknown and completely new. As it happened, things couldn't have turned out better, the project could not have been more successful, and FIPSE's faith was justified. I would hope that this experience would encourage FIPSE in taking "risks" on technology projects, especially in the Humanities.

b. It is often quite hard to judge how much the learners benefit from a project which, like mine, is primarily for faculty development and is not used directly with learners. I think that it shows flexibility and foresight for FIPSE to fund a project that does not directly affect learners, but benefits then nonetheless.

c. When evaluating the potential and viability of a project that involves the use of technology, think that it is very important to consider the level of technological support at the institution. Although I didn't know it when I made the proposal, this has been a crucial factor in the success of my project. The staff and hardware at the University Computing Center at CUNY are first-rate. Without them, this project could never have happened. I cannot stress how important it is to have supportive and knowledgeable support for technology projects. If I were evaluating a proposal for any form of technology, that is one of the first things that I would look at.

Other comments:

It is hard to express how important the TESL-L project has been to the field of teaching English as a second or foreign language. There is no doubt that there are few, if any, teachers in the world who have not heard about it. The name TESL-L is inextricably linked with FIPSE, which is now a very well-known name in the field, too. Many teachers feel extreme gratitude to FIPSE for its funding of TESL-L.

Personally, too, it is hard to express the professional and personal impact that this grant has had. Even though I am fortunate to have other funding now, and to have had many doors opened to me through this project, I am sad that my FIPSE grant is over. These last three years have been the most rewarding of my professional life.

g. Appendices (continued)
APPENDIX B - The TESL-L Welcome Message
(Welcome message version 36, dated December 20, 1995)

You'll need the contents of this message in the future. The culture and format of TESL-L are different from those of many other forums, lists and newsgroups, so please acquaint yourself with the contents of this message to avoid embarrassment later.

SPECIAL NOTE FOR PUBLISHERS AND OTHER COMMERCIAL INTERESTS: We direct your attention to the TESL-L and CUNY policy that TESL-L *never* be used to promote commercial advertising or other profit-motivated items.

Please be SURE to read Section 15 of this message (Guidelines for Effective Use of TESL-L). It contains the rules which govern postings on TESL-L. The guidelines were formulated by the 14-member TESL-L Advisory Board; the purpose of the guidelines is to keep TESL-L focused and to make it as useful and pleasant a virtual place as possible for as many teachers as possible.

This message contains some notes about TESL-L (Teachers of English as a Second Language) and its branches, along with a few basic instructions to help you deal successfully with LISTSERV, the computer program running on the CUNYVM machine at the computer facilities of the City University of New York to support TESL-L. The LISTSERV program, which performs functions related to your TESL-L membership is flexible and easy to use, giving its users many options and choices. LISTSERV is used worldwide and sets the standard for this type of program. We are proud that its author, Eric Thomas, is a TESL-L member. Part of this message concerns instructions for using LISTSERV.

This welcome message was prepared by Anthea Tillyer, manager of TESL-L and director of the TESL-L FIPSE Project.

TABLE OF CONTENTS:

About TESL-L
1. TESL-L, statistics
2. ABOUT TESL-L
3. WHO RUNS TESL-L

TESL-L features
4. BRANCHES
5. Online Seminar
6. TESLK-12, network for K-12 teachers
7. TESLHELP: online help for you
8. NETNEWS/USENET
9. TESL-L ARCHIVES

Managing your membership
10. "DIGEST" and "INDEX" options
11. Sending ("posting") messages to the TESL-L group
12. LISTSERV commands and posting to TESL-L
13. If you suddenly stop receiving mail

Rules and stuff

14. COPYRIGHT: and important electronic issue
15. Guidelines for Effective Use of TESL-L

1. TESL-L STATISTICS:

* As of Dec. 20, 1995, we have 10,180 subscriptions, in 92 countries.
* Our message average is 18 per day (but sometimes many more).

2. ABOUT TESL-L:

TESL-L was founded in May, 1991, with the goal of providing educators with a fast, convenient, and topical electronic discussion forum that focuses on issues related to TESL/TEFL. TESL-L is an independent entity and not part of any professional group or organization. We maintain cordial relationships with all professional organizations in the field of English language education, including TESOL (Teachers of English to Speakers of Other Languages) and IATEFL (International Association of Teachers of English as a Foreign Language), but we are not allied with any of them. TESL-L was fortunate to receive a three-year grant from the United States Department of Education, Fund for the Improvement of Post Secondary Education (FIPSE) for the initial development, improvement, and expansion of the services TESL-L offers. Today, TESL-L is supported as a joint project by the United States Information Agency and the City University of New York.

3. TESL-L IS RUN BY:

ANTHEA TILLYER: Director of the FIPSE project with overall responsibility for TESL-L.
SUSAN SIMON: Responsible for the creation, building, and maintenance of the TESL-L archives of TESL/TEFL materials.
TOM ROBB: Responsible for the TESLHELP help line.

TESL-L is also helped by the personnel and facilities of the Computer Center of the City University of New York.

Anthea, Tom and Susan manage and maintain TESL-L, and the TESL-L Advisory Board (made up of 14 veteran TESL-L subscribers) monitors the list. TESL-L is an edited list, meaning that the volunteer editors extract commercial, housekeeping, and other irrelevant messages before they are posted to the network. Editors do not tamper with content of messages.

In addition to our commitment to remain uncommercial, focused, and useful, we are committed to making TESL-L as international as possible, so that it will reflect the views of all our colleagues around the world, not just those views that are current in one country or sphere of influence.

4. BRANCHES:

As this electronic forum has grown larger, some members who would like to "discuss" items of specialized interest within the profession have felt reticent to post messages to the whole membership when the item might be of interest to only a few netters. Consequently, we have started some special-interest "branches" or sub-lists of TESL-L. All members of TESL-L are eligible to join any or all of the special interest branches (which are listed below). A member of TESL-L can also elect to suspend mail on TESL-L and some branches and still continue to

receive mail from other branches. For instructions on how to suspend mail, ("NOMAIL") see section 12.C. g below.

To join a branch, you MUST ALREADY BE A MEMBER OF TESL-L. You can sign on automatically, by sending a "sub" message to LISTSERV@CUNYVM.CUNY.EDU, (see section 12.C.a, below)

TESLCA-L	Lilliam Hurst Hurst@CUI.UNIGE.CH Computer-Assisted Language Learning and Educational Technology
TESLFF-L	John Green J1Green@mecn.mass.edu Anthea Tillyer aticc@cunyvm.cuny.edu Experimental Online faculty development seminar (see #5)
TESLIE-L	Tracy Henninger-Chiang Tracy.L.Henninger-Chiang@uwrf.edu Clark Egnor EGNOR3@MUVMS6.BITNET Intensive English Programs, teaching and administration
TESLIT-L	Judith Snoke ESLSNOKE@VTVM1 Laureen Fredella ESLLLF@GSUSGI2.GSU.EDU Adult Education and Literacy
TESLJB-L	Thomas Robb trobb@CC.kyoto-su.ac.jp Jobs, employment, and working conditions in TESL/TEFL
TESLMW-L	Eileen Prince eprince@lynx.dac.northeastern.edu Materials Writers
TESP-L	Stephanie Stauffer stauffes@guvax.acc.georgetown.edu Rick Rosenberg rickpaul@csearn.bitnet English for Specific Purposes

5. Fluency First Online Seminar:
From November 1, 1995 - June 1, 1996, TESL-L will be running an online teacher training seminar in the Fluency First approach to teaching English as a second or foreign language. You can participate by joining the TESLFF-L branch (see instructions above). Participants are expected to buy the seminar text - "At the Point of Need" by Marie Wilson Nelson (Boyton Cook) and keep and share a reflective journal of their teaching. Participants may join this experimental course at any time.

6. THE TESLK-12 NET:
Most of the postings on TESL-L are of general interest to those in the profession of teaching English as a second or foreign language; but the majority of the members of TESL-L are teachers in institutions of higher learning. This is not because those teachers are more interested in what happens in their profession than K-12 teachers are; it is really because universities and colleges have longer experience and greater access to electronic communications. Nevertheless, TESL-L is definitely dominated by issues that reflect the interests of teachers in universities and colleges. As a result, we started TESLK-12 in January 1994. The goal of the new net, the "sister" net to TESL-L, is to foment discussion and electronic sharing among teachers of English to children. In many cases, the questions that

confront these teachers are different from issues that appear on TESL-L. To join TESLK-12, and to find out more about it, send a message to
LISTSERV@CUNYVM.CUNY.EDU
sub TESLK-12 first-name last-name

Even if you are not a K-12 teacher, please tell your colleagues in that field that there is a net just for them. Encourage them to join.

7. TESLHELP: online help for you
Unlike most electronic lists, TESL-L has a Help Line, TESLHELP, manned by a group of veteran TESL-Lers, led by Tom Robb of Kyoto Sangyo University. TESLHELP offers online help for problems that arise when using TESL-L, LISTSERV, or the TESL-L branches. To get help from TESLHELP, send mail to: TESLHELP@CUNYVM.CUNY.EDU
You will need to provide the following:
A: A clear description of your problem
B: Copies of any error messages or mail that you have received from LISTSERV.

All help offered by TESLHELP is based on the personal knowledge of the TESLHELPer and should not be construed as coming from the University Computing Center at the City University of New York.

8. NETNEWS/USENET:
TESL-L (but not its branches) can be read as a NETNEWS/USENET newsgroup (BIT.LISTSERV.TESL-L). If your campus or Internet provider gives you access to NETNEWS/ USENET and includes TESL-L in its list of "shadowed" newsgroups, by all means set yourself to "nomail" on TESL-L and follow the discussions via NETNEWS or USENET. However, *ONLY* members can post contributions to TESL-L, use the archives, and join TESL-L branches. Therefore, it is wise to retain your membership of TESL-L even if you intend to read the postings on NETNEWS/USENET, not as personal mail.

9. THE TESL-L ARCHIVES:
TESL-L has two types of files in the database: "logs", which are collections of previous postings on the net (logged weekly) and files. The latter consist of articles, surveys, lesson plans, course descriptions, conference listings and so forth, contributed by TESL-L members. To find out what is in the database, send the following command to
LISTSERV@CUNYVM.CUNY.EDU

INDEX TESL-L f=mail

We are continuing to build the database to make it the best possible resource for TESL-L members. If you would like to contribute items to the collection, please contact Susan Simon (STSCC@CUNYVM.CUNY.EDU), who is in charge of it. (See also Section 14 on copyright issues)

10."DIGEST" and "INDEX" OPTIONS:
TESL-L often generates a lot of mail, and you might find it too much at times. However, you can elect to receive your TESL-L mail in one daily bundle, rather than piece by piece, using an option known as "digest". Despite the name, digests are not edited collections of TESL-L mail, they are simply complete bundles of all the TESL-L messages generated in the previous day,

along with a complete list of all the postings included in the digest. You might want to consider using the digest option if you have one of the following email arrangements:

* you use a commercial email service and pay for online time
* you share your facilities with many other faculty and need to limit your online use
* you do a lot of other work (unrelated to TESL-L) when you are online, and don't like to be bothered by lots of messages "blipping" on your screen as they arrive individually

If you do not have any of these situations, the digest option will probably not be useful to you.

You also have the option to receive an "Index" or record of the day's mail, which will also cut down on excess mail. The Index will arrive in your mailbox daily, giving you a list of the previous day's TESL-L messages, who wrote them, and what they're about, but not the messages themselves. If you then decide that you would like to read one or more of the items listed in the index, you follow the instructions that come with the INDEX and send the message back to LISTSERV. You will then receive the items that you "ordered", as mail. The INDEX also carries directions on how to retrieve an expanded and detailed set of instructions for using the INDEX.

The instructions for arranging to receive the DIGEST can be found in Section 11.E.i of this message. Instructions for arranging to receive the INDEX can be found in Section 12.E.j.

11. SENDING MESSAGES TO THE TESL-L GROUP:

When you want to "post" a message to your TESL-L colleagues around the world, whether as a reply to something you have read on TESL-L or to introduce a topic for discussion, you send your message in the usual email way, addressed to:
or TESL-L@CUNYVM.CUNY.EDU

(Use whichever works for you; if you get an "unauthorized to post" message, try the other address) The message will be sent to the TESL-L editors, who will check that it fits within the TESL-L guidelines before forwarding it to TESL-L. If the editors question the appropriateness of your posting to TESL-L, it will be returned, unposted, with a note.

If you want to reply only to an individual whose message you read on TESL-L and not to the whole TESL-L group, you can use the "reply" option on your system since TESL-L is set to send replies to individuals rather than to the whole group.

12. LISTSERV COMMANDS:

LISTSERV is the name of the computer program that runs TESL-L and takes care of routine membership matters.

A: Address:

The address of LISTSERV, for routine membership commands (see C, below):
LISTSERV@CUNYVM.CUNY.EDU

Use whichever address works for you. If one doesn't work, try the other.

However, please note the address to send messages to the TESL-L forum:
TESL-L@CUNYVM.CUNY.EDU

And the addresses of the TESL-L Management:
You use this if you have a question regarding policy or management.
ESLCC@CUNYVM.CUNY.EDU

The address of TESLHELP:
You use this if you have a problem with email or LISTSERV
TESLHELP@CUNYVM.CUNY.EDU

B. MESSAGES TO THE LISTSERV PROGRAM: Commands that affect you:
LISTSERV, the computer program that supports TESL-L, will perform various important commands for you (see C below). Please note that, depending on the system that you are using and on whether you are on BITNET or the Internet, there may be several other ways of communicating your commands to LISTSERV; however, the instructions given below will work on all systems and on both BITNET and the Internet. If you have a command that you want LISTSERV to execute for you (such as signing yourself on or off a TESL-L branch), follow the instructions given in the next paragraph and in Section 12.C. When you want to send a command, do NOT send it to TESL-L, where it will merely become public reading matter. Instead, address your command to LISTSERV@CUNYVM.CUNY.EDU When sending commands to LISTSERV, you can leave the name and subject lines blank because they will be ignored anyway.

Select from the list the command for what you want LISTSERV to perform for you. The command you select will then constitute THE WHOLE OF THE MESSAGE that you send to LISTSERV (don't add extra words such as "please", for example). YOU NEED LISTSERV TO:

a. sign yourself on to TESL-L and/or its branches
b. get a copy of the TESL-L membership list
c. find out the address or name of an individual TESL-L member
d. get a list of available TESL-L files
e. get particular files from the TESL-L archives
f. get TESL-L logs from the archives
g. set yourself to receive no TESL-L mail temporarily
h. set yourself to receive TESL-L mail again
i. arrange to receive TESL-L mail in a daily bundle (DIGEST) and to reverse it
j. arrange to receive only an INDEX of the day's mail and to reverse this command
k. sign yourself off TESL-L and its branches

C. COMMANDS TO BE SENT AS MAIL TO LISTSERV@CUNYVM:
Send these commands as MAIL to LISTSERV@CUNYVM.CUNY.EDU

Put the command you select from the list below as the body of message to LISTSERV, not the subject header

When your command concerns a branch, rather than TESL-L itself, substitute the name of the branch for the word TESL-L in the examples and commands given below.

When you want the command to apply to TESL-L and all of its branches that you belong to, you can put a * in place of the names of TESL-L and the branches.

When LISTSERV receives a command from you, it will send you an acknowledgment and/or a report of what has been done. If you do not receive anything from LISTSERV, then it hasn't received and/or understood your message. Try again.

COMMANDS:
a. To join TESL-L and/or its branches:
Send the following command as mail to LISTSERV@CUNYVM.CUNY.EDU

SUBscribe TESL-L yourfirstname yourlastname

For example: SUB TESL-L Bill Clinton

To join a branch, substitute the name of the branch for TESL-L. You can join TESL-L and one or more branches in one single message to LISTSERV; you just put each command on a separate line. For example:

SUB TESL-L yourfirstname yourlastname
SUB TESLxx-L yourfirstname yourlastname

(where xx=the branch letters)

b. To get a copy of the TESL-L membership list:
Send this command as mail to LISTSERV@CUNYVM.CUNY.EDU
REView TESL-L f=mail
This will get you a complete (and VERY long) list of all TESL-L members, listed alphabetically by node. To get an alphabetical list of names, the command is
REView TESL-L by name f=mail

c. To get the name/address of a particular TESL-L member:
The SCAN feature allows you to enter a few letters of the individual's first name, last name, or even a piece of the e-mail address, if you know it.

For example, sending the following line

SCAN TESL-L CARL

will not only find anyone named CARL or CARLA but also anyone with an address ending in CARLETON.CA (Carleton University)

If you aren't sure whether the person has subscribed as Charles, or Charlie, or Chuck, just send three separate SCAN queries in the same message, one on each line:

SCAN TESL-L CHARLES
SCAN TESL-L CHARLIE
SCAN TESL-L CHUCK

As usual, your queries should be sent to:

LISTSERV@CUNYVM.CUNY.EDU

d. To get a list of available TESL-L files and past postings:
Send this command as mail to LISTSERV@CUNYVM.CUNY.EDU
INDEX TESL-L

e. To get a particular file:

GET <filename filetype> TESL-L F=mail

(You get the filename and filetype from the list you receive after sending the command in section c above.

f. To get a log of past postings on TESL-L:
Send this command as mail to LISTSERV@CUNYVM.CUNY.EDU

GET TESL-L LOGyymmw F=mail

Where yy = year, mm = month, w = week (designated by A,B,C,D,E)

(For example, TESL-L LOG9302B refers to the year 93, month #2 (which is, of course, February) and the second week (B), Feb. 8 - 14.
TESL-L messages have been archived weekly since January, 1993. Messages prior to January of 1993 were archived monthly and therefore the A/B/C/D/E suffix on the log name is not used. In all other respects, the rest of the log name for logs created prior to January 1993 is the same as the description given above.

g. To set yourself to receive no TESL-L mail temporarily:
If you are going to be away for 3 days or more, you should send this command as mail to LISTSERV@CUNYVM.CUNY.EDU

SET TESL-L NOMAIL

If you belong to any TESL-L branches and are going to be away, you should send this command to LISTSERV@CUNYVM.CUNY.EDU

SET * NOMAIL

h. To arrange to receive TESL-L mail again:
Send this command as mail to LISTSERV@CUNYVM.CUNY.EDU

SET TESL-L MAIL

To begin to receive mail again on both TESL-L and branches, send this:

SET * MAIL

i. To arrange to receive TESL-L mail in a daily bundle (DIGEST):
Send this command to LISTSERV@CUNYVM.CUNY.EDU

SET TESL-L DIGEST

To reverse this, send the following command to LISTSERV:

SET TESL-L MAIL

j. To arrange to receive just a daily index (record) of TESL-L mail:
Send the following command as mail to LISTSERV@CUNYVM.CUNY.EDU

SET TESL-L INDEX

To reverse this, send the following message to LISTSERV:

SET TESL-L MAIL

k. To leave TESL-L permanently:
Send the following command to LISTSERV@CUNYVM.CUNY.EDU

UNSUB TESL-L

When you leave TESL-L, you are no longer eligible to belong to any of the branches; you will therefore be automatically removed from the branches when you sign off TESL-L with this command.
(end of LISTSERV commands)

13. IF YOU SUDDENLY STOP RECEIVING MAIL:
TESL-L generates mail every day. If you find that you do not receive mail for two days or more, you can be sure that there is a problem and that you might well have been set to receive no TESL-L or branch mail. We might have cut off TESL-L mail to you ("set you to nomail") because your TESL-L mail was coming back to us as undeliverable or "error" mail and we wanted to staunch the flow of error messages. Mail *generally* bounces back to us for one of two reasons:

1. Your electronic mailbox is/was full and your system refuses to take any more mail for you
2. There is, or was, a breakdown in the link between CUNYVM and you.

In either case, it is your responsibility to check your mailbox and clear it out and/or check out your system. When you are satisfied that your mailbox is clear and your system working, send this message to LISTSERV:

SET TESL-L MAIL

After that, you should receive mail regularly; it is still your own responsibility to check your mail and keep your mailbox clear.

14. COPYRIGHT: an important electronic issue
All electronic postings of personal questions and/or comments are considered the private property of the writer. They are protected by copyright. Therefore, no one may re'publish on another network or medium anything that is written on TESL-L or its branches without first obtaining the written permission of the original writer, nor may TESL-Lers repost on TESL-L items that have been on other nets or in other media without the written authorization of the

original author, or a proper citation (if it is a quotation). Furthermore, items posted on TESL-L may not be published or reprinted in any other medium without the permission of the writer. Our database is also subject to copyright laws. If you submit (and we hope you do) copies of your previously-published articles, we must get the permission of the original publisher to include your article in our database. It is also the practice of TESL-L (although publishers do not require it) that we get explicit written permission from all the writers involved in the article, even when one of them submitted the item to us for inclusion in the database.

15. GUIDELINES FOR EFFECTIVE USE OF TESL-L - July 1994

BACKGROUND OF GUIDELINES

The TESL-L is a growing list of over 10,000 members in 92 countries; professional discussions among so many require a common understanding of the practices or 'rules' of behavior. Therefore, the TESL-L Advisory Panel has drawn up a set of guidelines that all TESL-L subscribers MUST follow. These guidelines come from a variety of professional contributors and observers of TESL-L, as well as from the TESL-L Management. In addition to the need to keep the list as civil and focused as possible, there is the need to respect the rights of our colleagues whose email access is limited. Some, for example, have limits on their mailbox capacity; some have to share hardware with several colleagues; others pay a fee for each message received, whether they read it or not, and many have to pay large telephone connection costs and are charged by the online minute. Thus, your cooperation is needed to keep this list useful and pleasant for all its members. Bear all this mind when preparing to contribute to TESL-L.

If you are a new subscriber, please wait and observe for a few days. Learn what has been discussed recently, learn the "culture" and style that TESL-L readers expect, and observe the nature of effective queries.

Our guidelines fall into two categories: (1) Tone and Style (2) Format

1. TONE and STYLE

BREVITY

a. While keeping a professional, friendly, and courteous attitude when posting to the list, be concise. Be respectful of the time and opinions of others. The need to be concise and brief is acute because many of your colleagues have to pay for each line of email they receive or for the time it takes to download messages onto their PC. These considerations may appear merely technical, but to those who pay for e-mail, concise, relevant messages are pivotal to their ability to benefit from TESL-L.

b. In addition to brevity, we ask that no netter post more than twice in one day, or a total of 10 times in one week. This is to avoid monopolization of TESL-L by the few.

c. TESL-L has a message limit of 60 lines (including all headers). Any message that exceeds 60 lines is "trapped" by LISTSERV and isn't posted. 60 lines allows about 46 lines of text (2 screens).

RELEVANCE

a. The focus of TESL-L is the teaching and/or learning of English as a second/foreign/additional language. All posts on TESL-L should be directly related to this focus. If a misguided netter posts an irrelevant message to the net, and you find the topic interesting and would like to pursue it, by all means engage in a "discussion", but on a private and individual basis, not on TESL-L. In other words, do not perpetuate an irrelevant "thread"

on the net. b. Many subscribers to TESL-L find it exhilarating to communicate with so many professionals around the world. It _is_ exhilarating, and this is a great point of pride in participating in discussions on the list. However, this exhilaration should not be unbridled, resulting in the electronic equivalent of blurting out what's on YOUR mind. Consider first your message's relevance. How will others perceive it" Too many follow-up messages are posted explaining what the senders _really_ meant, because they failed to make the message clear the first time. A half-hour pause is not likely to change the world, and it may clarify your thinking on the topic you were so eager to comment upon 30 minutes ago. c. It is important not to repeat information and ideas that have recently been posted on the net...each posting should contribute something NEW to the current discussion and to the field. Therefore, be sure to read ALL your current TESL-L mail before replying to ANYTHING at all. Posts that merely say "I agree" are NOT considered valid contributions. d. It is not relevant or appropriate to write to the whole group for help with LISTSERV commands, such as "sub", "unsub" etc. If you have any kind of technical difficulty, write to TESLHELP@CUNYVM.CUNY.EDU

AUDIENCE
All posts should be written to appeal to the largest possible general audience of professionals in our field. Items that benefit or interest only one or two individuals should be sent as private messages to those individuals. The general audience of TESL-L includes people in many countries and in many diverse teaching situations. Netters must always keep this in mind when posting to the whole group, making sure that what is written is clear and of potential relevance to many. Similarly, posts should not be parochial or ethnocentric in their appeal.

APPROPRIATE LANGUAGE IN POSTING
Personal attacks--that is, messages that are baiting, goading, insulting, humiliating or demeaning to any person or group are absolutely unacceptable on TESL-L and have no place in any professional forum. It only takes one hostile message - a spiteful, unprofessional remark - to turn a whole discussion sour. In fact, such messages are not acceptable on TESL-L and are, of course, filtered out by the editors. However, if it happens more than once, the TESL-L management will remove you permanently from the list of subscribers to TESL-L and its branches.

CONTENT
As already stated, all postings must be relevant to the focus of the list. But please bear the following in mind when evaluating what is "relevant" and what is not: a. There must be no profit-motivated postings on TESL-L. This ban includes promotion of books, materials, programs, tours - anything. If, in answer to a bone-fide question on the net, a posting appears to endorse a particular book or set of materials, it is not a problem. If the motivation for a particular posting is not commercial, and if the posting contains useful and relevant information, then it is welcome on TESL-L, adding to the knowledge of colleagues around the world. When in doubt whether to post, by all means write for guidance to the TESL-L management at ESLCC@CUNYVM.CUNY.EDU

b. Also prohibited on TESL-L is the re-posting of messages that include unsubstantiated gossip, such as warnings about viruses. If you wish to re-post something from another net, you must first get permission from the ORIGINAL writer *and* check the veracity of the information at its SOURCE c. TESL-L has several branches, each focusing on a particular aspect of the field; they are listed in Section 4 (above). If you are interested in any or all of these, sign up and participate in the branches. In any event, please do not post to TESL-L

items which clearly and narrowly belong to the focus of any of the branches...send your posting to the relevant branch, instead.

d. Complaints about other people's postings and/or TESL-L itself are not relevant to the focus of TESL-L. If you have such a complaint, send it as a private message to the person or people responsible; do NOT clutter the mailboxes of 7300 people with your complaint. Send complaints about TESL-L to the List Management, ESLCC@CUNYVM.CUNY.EDU.

e. Posting made on behalf of others who are not on TESL-L or even on email are not acceptable on TESL-L. It is not fair to use the privileges of the service without being a member or taking responsibility for the replies that the question generates. Politely tell your friends and colleagues that your TESL-L privilege does not include using the service for the benefit of non-members.

2. FORMAT
a. All posts must have an informative entry on the SUBJECT line.
b. All posts must begin with a brief reference to the topic of the message or to the posting to which the present message is a reply.
c. All posts must be signed at the end with the writer's name and email address and, preferably, with the affiliation.
d. All quoted messages must be EDITED and their headers and extraneous information removed before re-posting on TESL-L. Posts must not quote whole re-posted or pre-posted messages.
e. Posts cannot be more than 78 characters wide (in one line).
REPEATED VIOLATION OF THE ABOVE GUIDELINES WILL RESULT IN YOUR LOSING YOUR TESL-L PRIVILEGES.

TESL-L depends on the good will and cooperation of all subscribers to remain a useful professional tool. Please follow these guidelines, and review them periodically. Your help is greatly appreciated by TESL-L's more than 10,000 (and growing) subscribers.

G. Appendices (continued)

Appendix C - TESL-L Electronic Network Archives: TESL-L REFERENCE FILES

All these files are available by email request.
A description of each file appears below its filename filetype. The filename filetype are the first two capitalized words of each listing.
INSTRUCTIONS FOR ORDERING FILES FROM THE TESL-L ARCHIVES:
To get one of these files, send an e-mail message addressed to LISTSERV@CUNYVM.CUNY.EDU.
In the body of the message (not the subject header line) type GET<FILENAME FILETYPE>TESL-L F=MAIL.
For example, to get the file on using cartoons in ESL classes, type GET CARTOONS FILE TESL-L F=MAIL in the body of your message. (The filename filetype is the 2-word capitalized name of the file.)

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1. Classroom practices and activities, issues of teaching and learning
2. Testing and evaluation
3Computers in ESL - activities
4. Computer hardware and software
5. Books, periodicals, and other materials
6Net resources and email
7. Organizations and conferences
8. English learners, countries, schools, and teacher education
9. The English language
10. Commercial

Branch files and chronological logs follow the 10 groups of reference files.

1.Classroom practices and activities, issues of teaching and learning

40 TIPS	From the newsletter Hands-On English, here are 40 tips to make your teaching easier and more effective.
ADVANCED LEARNERS	TESL-Lers' responses to the question: What do advanced students need?
AL-GTMETHODS	Are audio-lingual and grammar-translation methods extinct in EFL/ESL classrooms? A TESL-L discussion.
ALICEFILE	A set of worksheets to use with Alice in Wonderland.
ANSWER KEYS	Do we need answer keys and teacher's guides in textbooks? TESL-L and TESLMW-L discussion.
BABYINGSTUDENTS	Do some ESL/EFL activities infantilize or patronize students? A TESL-L discussion.
BASICESL MATERIAL	What materials would you take if you were going to another country to teach?This file has answers uggested by TESL-Lers.
BILLYJOEL	Explication of people, places, and events in Billy Joel's song 'We Didn't Start the Fire,' a useful introduction to post-WWII US culture.
BLUE VOCAB	A lesson on vulgar and offensive English slang, street language, and insults (not for the timid, but useful for student comprehension of contemporary language). The vocabulary list, submitted by Lilliam Hurst, is followed by a May,1993, discussion of offensive language.
BREATHIN LESSONS	A teaching outline of _The American Way_ used along with the novel _Breathing Lessons_ to examine aspects of American culture.
CARTOONS FILE	A discussion on using cartoons in the ESL classroom.
CHEATING FILE	A discussion about cheating on tests and homework, with some comments on plagiarism. Also see PLAGIAR FILE and PARAPRHS FILE.
CLASS SIZE	A discussion on optimal class size, seating arrangements, and teacher-student "comfort zone".
CLLFILE	Community Language Learning: an article by John Green and a TESL-L discussion of this method.
COLLAB PROJECTS	Handouts from TESOL '95 presentations on collaborative

projects (telecomputing, data collection, keypaling, cookbook, chat).

CONTR RHET A discussion about what contrastive rhetoric tells us about ESL/EFL writing.

COPY RIGHT TESLMW-L discussion of copyright issues: pirating, "creative copying" customized printing, and legal 'fair use' of copyrighted materials.

CULTURAL IMPERIAL A discussion of whether EFL teachers act as "cultural imperialists", and whether teachers should follow the cultural norms of the country they are teaching in.

DEAF ESL TESL-L postings on teaching deaf students in ESL classes.

DICTATEFILE Creative dictation techniques that both teachers and students will love.

DICTNRYUSE TESL-L discussion on the ways ESL/EFL use dictionaries.

DISABESL A discussion on learning disablities among the ESL student population, with further references. (Also see LDMANUAL A and LDMANUAL B.)

DISRUPTSTUDENTS A discussion of how to deal with disruptive or inattentive students.

DRAMAFILE TESL-L discussion on ways to use drama in the ESL/EFL classroom, with suggestions of plays and helpful pedagogical books.

ECLECTIC METHODS A summary of responses to a TESL-L posting on eclectic methods of TEFL/TESL: is it a valid method, or is it an excuse for no method?

ERRORFOSSLZTN A discussion of fossilization, error correction, and interlanguage.

ESOL LIT A TESL-L discussion on using literature in ESL/EFL classes, including classic, simplified, and translated novels.

ESPFILE1 English for Special Purposes: Science and Technology, Nursing and Medical.See the next file for Business ESP.

ESPFILE2 English for Special Purposes: a discussion of who should teach ESP and information on Business ESP and miscellaneous topics.

FAIRY TALES A discussion on using fairy tales, including modern variants, in ESL/EFL classes. Included are three worksheets to use with Roald Dahl's Charlie and the Chocolate Factory.

FILM COURSE For an ESL film course, Maggi Sokolik offers an annotated bibliography, a genre-based syllabus, a theme-based syllabus, and exercises.

FOCAL SKILLS A short article by Tom Leverett on a modular approach that helps students with unequal skill levels in listening, reading, and writing.

FLUENCYFIRST An article on a whole-language approach to teaching ESL contributed Adele MacGowan-Gilhooly.

FOREIGNTAISSUES A discussion of problems related to the accents of foreign teaching assistants and Americans' reactions to them.

GAMESFILE Games in the ESL classroom. See also GAMES

	COMPUTER and RPG FILE.
GESTURES FILE	TESL-L discussion of paralinguistics and cultural differences in gestures that relate to ESL/EFL classes.
GOOD WRITING	A discussion about what constitutes good student writing.
GRAMMARFILELIST	TESL-L reference files about grammar are listed here.
HOT TOPICS	How to deal with controversial topics in the classroom.
HUMORFILE	The many pitfalls of using humor in ESL/EFL classes are discussed here.
ICEBREAKERS	Ideas for the first day of class ('ice breakers') and remembering students' names are discussed in this file.
IDIOMS FILE	Ideas for teaching idioms, resource books, and discussion of particular idioms.
INTRNATL MENUS	International breakfast menus, to be used as a resource for multi-cultural activities. A list of other resources is included.
KRASHENFILE	A TESL-L discussion of Stephen Krashen's plenary speech at the 1994 TESOL convention and his theories of language learning.
LARGECLASSES	Suggestions from TESL-L members on how to deal with very large classes.
LAST DAY	Suggestions for activities for the last day of class.
LDMANUAL A	The first half of Learning Disabilites and the Adult Student of English as a Second Language, a manual of theory and practice. This part includes Introduction, Screening Tests, Characteristics, and Principles.
LDMANUAL B	The second half of the Learning Disabilities manual, including Techniques, Screening worksheets, Bibliography, and Resources.
L2 PERSNLTY	A discussion of whether - and why - a different 'second-language' personality develops in language learners.
LEARNING PLATEAUS	A TESL-L discussion on how learning plateaus affect ESL/EFL students.
LEARNING THEORIES	TESL-L discussion on Second Language Acquisition theories and practice.
LESSON PLAN	An extensive lesson plan for involving students in communicative task-based activities, contributed by Numa Markee.
LEXICAL APPROACH	A review of a controversial book by Michael Lewis that criticizes strict grammar progression in syllabus design and suggests replacing it with a focus on lexis, especially in the early stages of language learning.
LISTENIN COMPREHN	A TESOL 1993 paper by Debra Deane entitled "Developing Content and Formal Schemata in Listening Comprehension." The paper suggests ways to develop ESL students' knowledge of topics, speakers, culture, and discourse types so they can better understand a stream of speech.
LITERACY ARTICLE	A newspaper article on the US Department of Education's 9/93 report on the state of adult literacy in the USA, plus reactions from TESL-Lers.

LITERACY BASICS	What do you teach and how do you teach pre-literate students? TESL-Lers respond to a teacher's query.
LITERACY FILE	TESL-L discussion on literacy issues and information on the National Literacy Alliance e-list and the database of the National Languages and Literacy Institute of Australia (available on-line).
MAKE NOTEBOOK	Hands-on instructions for making a small notebook to use as a journal.
MAIN STREAM	TESL-L discussion about ESL students in regular freshman composition and 'content' courses: how can we help them and how do they fare?
MINUTESFILE	A short article on how to use minutes-taking of class sessions as a teaching/learning tool in writing classes.
MOTIVATE FILE	A TESL-L discussion file about motivation of ESL/EFL students.
MOTOWN COURSE	A course outline contributed by Jennifer Craft focused on the history of Motown, the music produced in Detroit, Michigan. The 18 lessons utilize the four basic language skills in a culture-based mini-course.
MULTICULTURAL	Ideas for multiculturalism in the ESL/EFL classroom
MULTI LEVELA	A detailed curriculum guide for a multi-level ESL course, including types of activities and sets of content modules. The file is in two parts.
MULTI LEVELB	The continuation of the curriculum guide for a multi-level course.
MUSIC FILE	A TESL-L discussion on using songs in ESL classrooms.
NEWS PAPERS	A TESL-L discussion on the value of newspapers for teaching English and ways to use newspaper articles most effectively.(See also CNN GUIDE.)
NNS TEACHERS	A TESL-L discussion on the comparative merits (real and perceived) of native English speakers versus non-native speakers as ESL/EFL teachers.
OPTIMAL AGE	What is the optimal age for learning a second language? A TESL-L discussion.
PARAPHRS FILE	A TESL-L discussion on how to teach the skills of paraphrasing and academic summarizing to ESL students.
PERSONAL ADPLAN	ADULT ESL TCHR ISO INTER/ADV STUDENTS FOR READING ADVENTURE: a lesson plan for using personal ads in the ESL classroom by Claudia A. Kilmer.
PLAGIAR FILE	This file contains a lecture by Mary Wang and postings by TESL-L members about how to deal with plagiarism. Also see PARAPHRS FILE.
POETRY FILE	A TESL-L discussion file about using poetry in the ESL/EFL classroom, including sample poems, techniques, and book suggestions.
POETRY LESSON1	A lesson for developing English language skills using a cinquaine form.
POETRY LESSON2	A poetry-writing lesson using a 'diamante' form.

POETRY SOURCES	A companion file to the POETRY FILE above, this file has book references and WWW sites for poetry.
POST CARDS	An international post card swapping club for ESL/EFL students.
PRONUN ADVICE	From TESL-L discussions, a compilation of practical ideas for teaching pronunciation.
PROVERBS FILE	A list of English proverbs for classroom use, with a short discussion of proverbs in other languages.
PUPPETSFILE	A discussion of ways to use puppets for teaching pronunciation in ESL classes.
QUICK WRITING	A TESL-L discussion on the value and practice of quickwriting.
RACIAL HARMONY	30 exercises and activities to promote harmony between ethnic groups, plus a bibliography and appendix on contrasting cultural values.
READING ACTIVITY	A short file-in-progress of suggestions for ways to teach reading in ESL classes.
READING ALOUD	Are there any benefits to ESL/EFL students reading aloud in class? A TESL-L discussion.
READING AUTHENTC	A superb file on using authentic materials with ESL classes, submitted by Elizabeth Hanson-Smith.The file has 3 parts: an article on using authentic materials like short stories, poems, and novels; TESL-L postings on preparing newspaper articles for ESL readers; and authentic materials used by intensive programs.
READING COMPREHN	A discussion on TESL-L about reading comprehension.
RIDDLES FILE	A file of riddles to use in ESL classes.
RPG ARTICLE	"Role-Playing Games in the English as a Foreign Language Classroom," by Brian David Phillips.
RPGEFFECTS	TESL-L discussion of the effects of role-playing games on students.
RUDENESS FILE	A TESL-L discussion about what constitutes rudeness, whether we should teach about rudeness, and student behavior that appears rude.
SEMINAR CALENDAR	A calendar for the first online teacher-training seminar on TESLFF-L, November 1 1995 - May 31 1996. Topic is Whole Language and Fluency First approaches to teaching ESL/EFL.
SEMINARFAQ	A FAQ (Frequently Asked Questions) about the Fluency First Pilot Online Seminar: how to join, dates, books, etc
SHORTWAVE	An article for ESL teachers entitled "Keep in Touch with the World Via Shortwave Radio," by Don Moore. This file will help you use short-wave radio as a source of international news and foreign culture.
SMALLGROUPS	A TESL-L discussion of ways to use small groups in ESL classes.
SPELLING FILE	Ideas on teaching spelling in ESL/EFL classes.
SPEAKING ACTIVITY	Ideas for speaking activities for ESL/EFL classes.
SPEECH INCLASS	TESL-L discussion of various aspects of student speech in ESL/EFL classes: correction, leading discussions, audience attention, and response 'wait time'.

STRIP STORIES	How to use the teaching technique called strip stories.
STUDENT INDPNDNC	An article by Macey Taylor on how to foster student independence.
STUDENT PROJECTS	An article by Maggi Sokolik and Anthea Tillyer on the use of student projects (sustained writing with a unified theme) as an alternative to portfolios (collections of disparate pieces).
SUPER STITIONS	Examples of superstitions from around the world, collected from members of TESL-L.
SURVIVAL CURRIC	A short file of discussion on curriculum and references for a course in survival English.
TONGUE TWISTERS	An ESL/EFL lesson in writing tongue twisters.
TUTOR MANUAL	A handbook of advice for writing tutors (including a section on ESL students), from Marquette University's Writing Center.
TUTORS INCLASS	A short file of suggestions for how to use tutors during class time.
TUTOR WORKSHOP	A short file that discusses what to include in a workshop for tutors of ESL students.
VIDEO FILE	Comments on finding and using various videos in ESL/EFL classes.
VIRTUAL PICNIC	A whimsical TESL-L discussion about where, when, and how to hold a 'virtual picnic'.....and what to eat. A class lesson evolved from this odd context.
VOCAB FILE	Comments by TESL-Lers about English vocabulary.
VOCAB TEACHING	Discussion of ways to teach vocabulary.
VOCAB USE-L1	A discussion about using L1 translation in teaching vocabulary.
WRITING BEGIN	A discussion of how to teach writing to beginning ESL/EFL students.
WRITING ACTIVITY	A file-in-progress of activities to use in composition courses.

2. testing and evaluation

COMMENTS FILE	Techniques for commenting on student papers. See also the next file.
COMMENTS MARKING	Correcting, grading, marking, and commenting on student papers. See also the previous file.
ORALSKIL TESTING	Information on ways to test oral proficiency.
PORTFOLI ASSESSMN	A discussion of how - or whether - to grade student portfolios.
STUDENT BIAS	"Student Bias in Teacher Evaluations," an article by Nancy Erber that examines factors affecting the validity of students' evaluations of their teachers.
STUDENT BIAS2	A TESL-L discussion of factors that affect students' evaluation of teachers, courses, and programs.
TEST DEVEL	A 1993 TESOL handout on criterion referenced language

	test development for teaching and research, by Fred Davidson and Brian Lynch. (Outline, description, sample test, workshop organization, and bibliography.)
TEST DEVEL2	A second presentation by Davidson and Lynch (see above) on language assessment in higher education, from the 1993 TESOL convention.
TOEFL FILE	TESL-L discussion of the Test of English as a Foreign Language.

3. computers in ESL - activities

CALL FILELIST	For bibliographies of CALL and computer-related references, order the BOOKS FILELIST. All other CALL files will eventually be moved to this subdirectory, which contains 10 files as of 12/18/94)
CALL-NL AUSTRALI	An article on computer/ESL matters from Australia, 1/13/93.
CALL-NL HONGKONG	An account of starting a computer language center in Hong Kong, 1/13/93.
CALL-NL HUNGARY	A report on computer/ESL matters from Hungary, 1/13/93.
CALL-NL JAPAN	An article reporting on the recent JALT and AGENE conferences in Japan, and announcing a new CAI book. 1/10/93.
CALL-NL SWITZERL	A telecommunications report from Switzerland, 1/13/93.
CNN GUIDE	A brief discussion on pros and cons of using CNN and other news services, information about on-line teacher resources, and a sample of a daily teacher's guide offered by CNN. See also the file LISTENIN COMPREHN.
COMPUTER JOURNLSM	"Using Computers to Teach Journalism: What Some Students Think," a presentation by R.Thomas Berner of Pennsylvania State University. This article contains ideas that are applicable to any writing-intensive course using networked computers.
EMAIL PROJECTS	Ideas for using email with EFL/ESL students.
EMAIL WORKSHOP	Outlines for two introductory workshops: to email and to TESL-L.
GAMES COMPUTER	Computer games and game-like activities that use computers for ESL/EFL.
GLOBAL CLSSROOM	A description of a telecommunications project between students in Quebec and China, by Soh Bee-Lay ana Soon Yee-Ping.
PENPALS ARTICLE	"World Peace and Natural Writing Through Email," an article by David Tillyer, about using email penpal communications.
PENPAL ADVICE	Essential advice for teachers who plan to use electronic pen pals.
RACE ECOURSE	Announcement of a discussion list created for the "Race, Ethnicity, and Social Inequality" seminar at Illinois State University, Spring 1993. Listening in on the focused discussion of

	this experimental course might interest teachers who want to develop e-courses in other fields.
SCRPBOOK USAPROJ	A description of the Scrapbook USA interactive writing project among schools using America Online.
SEICHO PROJECTS	Student Environmental Internet Challenge Operation, April-Sept 1995 an international project to exchange information and ideas on local and global environmental issues.

4. computer hardware and software

CELIA HOWTO	An introduction and instructions for using the Computer Enhanced Language Instruction Archive, an on-line source of freeware, shareware, and commercial demos of CALL software.
CLSDCPTN DECODERS	The use of closed captioned decoders with TV for ESL learners.
COMPUTER EFL	"Individualising English Instruction Using Computers" by Kenji Kitao.
COMPUTER SURVEY	A survey of programs that integrate computer technology into their classroom activities.
CONFEREN EQUIPMNT	How to get exactly the audio-visual-computer equipment you need for a conference presentation.
EURO CENTRE	Information on CALL programs available on Eurocentre's library disks.
HUM LAB	An article that details the evolution of a plan for a computer lab as a writing center into a full-fledged humanities resource center.
LANGUAGE LABS	A discussion of technology in modern day language labs.
LAB CONFIGS	Optimum computer lab configurations, including CD ROMs and networking.
SPEECH ANALYSIS	A list of equipment for analyzing speech, useful for language labs.
VIRTUAL REALITY	Hardware, software, and future ESL applications of virtual reality.

5. books, periodicals, and other materials

BOOKS FILELIST
A subdirectory of book lists on various topics. Order this file to obtain descriptions of the book lists that are available.

DONATING BOOKS
Advice on where and how to donate books.

FORUMFILELIST Order this file for a list of articles from the January,1994, and the April, 1994, issues of the English Language Forum.

NEWSLETTERS AND JOURNALS:

CALL-IS NWSLTR	The winter 1994 issue of the TESOL CALL Interest Section newsletter.
CALL-IS NWSLTR2	The TESOL CALL Interest Section newsletter, Volume 12

	No 1
CAL PRDCLS	A list of periodicals related to computer assisted learning. The file also contains instructions for retrieving the latest version of the list, and additional descriptive information about the periodicals.
ELLEDUE NEWSLTR	An international newsletter for L2 teachers and researchers focusing on primary school language teaching. Volume I Issue 0 3/6/94.
MULTIMED RESOURCE	A list of magazines, journals, and catalogs on multi/hypermedia.
SUBS FILE	Subscription and other information about journals, magazines, and newsletters of interest to EFL/ESL/ESP teachers.
TESL-EJ STYLE	Style guidelines for the TESL Electronic Journal, which publishes articles in the research and practice of English as a second or foreign language.
TESLEJ01 TOC	The table of contents of TESL-EJ and information for obtaining articles from this electronic journal for teachers of ESL and EFL. Vol.1,No.1.
TESLEJ02 TOC	The table of contents of TESL-EJ and information for obtaining articles from this electronic journal for teachers of ESL and EFL. Vol.1,No.2.
TESLEJ03 TOC	The table of contents of TESL-EJ and information for obtaining articles from this electronic journal for ESL/EFL teachers. Vol. 1, No.3.
TESLEJ04 TOC	The table of contents of TESL-EJ and information for obtaining articles from this electronic journal for ESL/EFL teachers. Vol. 1, No.4.
TESOLFR JOURNAL	Table of contents and ordering information for the TESOL France Journal vol.2, No.1. Articles focus on appropriate methodology.
VIRTUAL JOURNAL	This file contains information on the Electronic Journal on Virtual Culture, a refereed journal of scholarly thought on computer-mediated communications.

6.NET RESOURCES AND EMAIL

ABBRV FILE	A list of the acronyms like IMHO and 'emoticons' like :-) commonly used in email messages.
BITNET ARTICLE	An article entitled "All you didn't want to know about BITNET and were afraid to ask...." written by Eric Thomas, the creator of Listserv, from the Spring 1993 issue of Internet Society News.
CMC RHETORIC	A talk by Michael J. Day about the rhetoric that develops as students write to each other on a computer-mediated conference.
DATABASE SEARCH	How to search the TESL-L logs by keyword to obtain information on specific topics from past postings. For more complete instructions, see the file LISTSERV GUIDE2.
DEARSIR ORMODEM	An IATEFL Newsletter article called "Dear Sir or Modem",

	by Anthea Tillyer, which is an introduction to telecommunications for novices.
EMAIL CITATION	A definitive paper on the issue of citing email and other other electronic sources, followed by a TESL-L discussion.
EMAIL INTRO	An answer to the novice's question, "What is email and what's it good for?" This article by Susan Gaer originally appeared in the CATESOL newsletter.
ERIC SEARCH	Brief instructions for searching the ERIC database electronically.
GOVT DOCS	Internet sources of government information.
GRANT NETINFO	A brief summary of available Federal grant information and where to find it on the Internet.
IECC LISTS	Three lists that facilitate the intercultural email classroom: one for finding partner classrooms, one for projects, and one for general discussion of issues, questions, etc. Also, gopher for past postings.
INTERNET CMC	Information Sources: the Internet and Computer-Mediated Communication, a list of Internet resources compiled by John December. A companion to the next two files, it contains sections on 1.the Internet and services, 2.information services/electronic publications, 3.societies and organizations, 4. newsgroups, and 5. selected bibliograpy.
INTERNET ROADMAP	Instructions for retrieving workshop lessons on a guided tour of the Internet by email, gopher, or WWW from the University of Alabama.
INTERNET TOPTEN	A list of ten fun and useful things that can be obtained by electronic mail, including information about E-text archives, Archie and FTP by mail, public-domain book texts, a list of 75 Internet resources, etc.
INTERNET MORE	More Internet fun and usefulness, this list of Internet resources is known as Yanoff's List, after the person who compiled it.
IPA FONTS	Postings about the availability of International Phonetic Alphabet fonts for IBM and Mac.
IRC INFO	Basic information to get you started with IRC, the Internet Relay Chat line, which allows people on the Internet to communicate in real-time. Bitnet users should get the file RELAY INFO.
LISTS NEW	New lists that may be of interest to members of TESL-L.
LIST OFLISTS1	A list of Listserv lists related to languages compiled by David Bedell, as of June, 1994.
LIST OFLISTS2	A helpful adjunct to the List ofLists1 from David Bedell, this contains an article on locating lists by Marty Hoag, some postings on the ins and outs of finding and using lists, and an announcement of the Educational Policy Analysis Archives which maintains resource files for teachers.
LISTSERV GUIDE1	An introduction to LISTSERV, with a description of functions and user commands available to any network user. This file contains half of the complete file, covering topics such as

	access to Listserv, locating Listserv lists, and commands for lists and filelists functions.
LISTSERV GUIDE2	The second half of the LISTSERV Guide produced by the EARN Association. This part of the file covers LISTSERV database and information functions.
NETIQUET SURVEY	A survey of user attitudes toward behaviors on electronic discussion lists.Please return your responses to the address given in this file.
NETNEWS USENET	An article on teaching language with network resources such as Netnews and Usenet by Terri Cononelus and Maurizio Oliva
PENPALS ARTICLE	"World Peace and Natural Writing Through Email," an article by David Tillyer, about using email pen pal communications
PENPAL ADVICE	Essential advice for teachers who plan to use electronic pen pals.
RELAY INFOF	Information on the Relay chat line for Bitnet users.Internet users should get the IRC INFO file.
SCAN INFO	Information on how to find the email address of a particular TESL-L member, rather than get the whole membership list
WEB PROJECTS	Ideas for using the WWW to facilitate language learning.
WEBSITES LANGLING	A list of web sites related to language and linguistics.
WEBSITES MORE	Suggestions from TESLCA-L of WWW sites to demonstrate to ESL/EFL teachers who are new to computers.
WEBSITES TESL	A list of web sites with resources related to TESL/TEFL.

7. organizations and conferences

CATESOLFILELIST	California TESOL position papers placed in these archives for comment or reference by TESOL affiliates in other states.
CEA SIG	An announcement of a new ESL/Bilingual Education Special Interest Group of the Correctional Education Association.
CIEE JOBS	An announcement of jobs available in Eastern/Central Europe through the USIA EFL Fellow Program, administered by the Council on International Educational Exchange.
CONFEREN LONGDB	Conference announcements and calls for papers, some with registration forms, of interest to TESL-Lers.
CONFEREN EQUIPMNT	How to get exactly the audio-visual-computer equipment you need at a conference presentation.
ESPCONF REPORTA	report on the spring 1994 conference on Languages and Communication for World Business and the Professions, from the ESP viewpoint.
FULBRIGH INFO	Information about EFL teaching opportunities, including Fulbright awards and other non-Fulbright programs that support teachers.
IATEFL FORM	The membership form for joining IATEFL and ordering the

	ELT Journal and books published by IATEFL. Poster sessions at the IATEFL conference 9-12 April, 1995.
IEP ACCRED	Questions and answers about accreditation of intensive English programs by TESOL.
IREX GRANTS	An announcement of grants for research in the humanities and social sciences related to the Baltics, Central and Eastern Europe, and the Newly Independent States. Deadline November 1, 1994.
JALT FILE	A call for papers for the Japan Association for Language Teaching journal The Language Teacher, and an announcement of the 1994 JALT Conference Papers Culture and Communication_.
MATSOL ADULTED	Massachusetts TESOL standards for ESL employment in adult and community education.
MATSOL STNDARDS	Higher Education Employment Standards of Massachusetts TESOL.
NCTE JOININFO	Information about the National Council of Teachers of English, and online membership application form
NYTESOLSTNDARDS	Higher Education Employment Standards of New York TESOL.
TESL-EJ STYLE	Style guidelines for the TESL Electronic Journal, which publishes articles in the research and practice of English as a second or foreign language.
PART TIME 1	The Middle States Association of Colleges and Schools' position paper on "Part-time and Temporary Faculty" ('93)
PART TIME 2	The National Education Association's "Goals for Part-time and Temporary Faculty"
PART TIME 3	"Forty Three Recommendations on the Use of Part-time Faculty,"
PARTTIME 4	TESOL's resolution on "The Use of Part-time Instructors"
PARTTIME 5	New York State TESOL's position statement on "The Role of Part-time Instructors in Post-Secondary Education"
PARTTIME 6	The MLA statement on the Use of Part-Time and Full-Time Adjunct Faculty
PARTTIME 7	The Conference on College Composition and Communication's "Professional Standards that Promote Quality Education"
TESLK-12 POSITION	A position paper from the Carolina TESOL K-12 Interest Section on instructional hours for ESOL programs in elementary and secondary schools.
TESOLFILELIST	Files provided by TESOL files: forms, publications, placement service, etc. Order this file to see the complete list in this subdirectory.
TESOL HOTEL	If you are loking for a roommate for the TESOL conference, get this file. Note that it does not have information about hotels!
TESOL TECH	Suggestions of how to use technology more effectively at future TESOL conventions.
USAGOVT CONTACTS	The American Library Association Newsletter issue that

	lists USA Congressional to key subcommittees and email addresses for congressional offices.

8.English learners, countries, and teacher education

EFLIN JAPAN	TESL-L discussion about teaching Japanese students, mostly in Japan.
ESL CREDIT	A listing of colleges around the world that give credit for ESL courses and TESL-L discussion on the general issue of offering credit for ESL.
KOREA CAMP	A job opportunity at a Korean summer camp for children
LITERACY ALERT	Dateline February, 1995, an information resource file for ABE/ESL political action to oppose cutbacks in funding for these programs. Included are background info and sample telephone and letter "scripts" for contacting Congresspeople.
METHODS SURVEY	A survey requesting information on TESL/TEFL teacher training methods around the world.
NALS FILE	The Executive Summary of the 1993 report on adult literacy in the USA issued by the National Center for Education Statistics, along with TESL-L discussion and announcements of a related e-list and NCLE mini-bibs.
OHAYO ARTICLES	Useful articles from past issues of O-Hayo Sensei, the newsletter for obtaining teaching jobs in Japan.
OHAYO SENSEI	The latest electronic version of a newsletter of current teaching jobs (and advice about getting them) in Japan.
PENNSTAT ADULTED	A credit course to be held during June and July, 1995, in adult ed (limited English proficient students) for teachers and administrators.
POSTIEP STUDENTS	TESL-L discussion on how intensive English programs at universities can act as a resource for 'regular' professors who want to help international students in their classes.
PROFILE BURKINA	A description of the West African country Burkina Faso for potential EFL teachers.
PROFILE CZECH	A description of the Czech Republic for potential EFL teachers.
PROFILE CUBA	A description of Cuba for potential EFL teachers.
PROFILE FINLAND	An extensive description of Finland.
PROFILE FORMAT	The outline form for the profile series for potential contributors.
PROFILE JAPAN	A description of Japan for potential EFL teachers.
PROFILE KOREA	A description of Korea for potential EFL teachers.
PROFILE MALI	A description of Mali for potential EFL teachers.
PROFILE SENEGAL	A description of Senegal for potential EFL teachers.
PROFILE SINGAPOR	A description of Singapore for potential EFL teachers.
PROFILE SWTZRLND	Switzerland described for potential EFL teachers.
READING CLUB	An on-line reading discussion club that reads a book every 2 weeks.
REFERENC LETTERS	A summary of responses to a query about what to include in reference letters for teachers in ESL/EFL programs.

SCHOOL CALENDAR	The academic calendars of colleges and universities around the world.
SUBSTITU POLICY	Summary of answers to a query about school policies on substitute teachers.
TEACHING CHINA	An report from the EFL Gazatte by Philip Drury and Li Jianhua about teaching English in China.
TEACHING MONGOLIA	A report from the EFL Gazette by Amanda Tomlin about teaching English in Mongolia.
TEACHING PRACTICE	An outline for a course in supervision of teacher trainees in East Slovakia.
TEACHRED RESEARCH	A database of research projects in teacher education around the world.
TESL TEACHRED	A file of TESL/TEFL graduate programs, including summer and distance courses, and a discussion of what TESL training should consist of.
THAI PRONUN	An article by Gwyn Williams on Thai pronunciation of English that originally appeared in the Journal of Language and Linguistics of Thammasat University, Bangkok, Thailand.
TUTORING FEES	A TESL-L discussion on professional tutoring: fees, recruitment, etc.
WRITINGNEEDS	An article about a needs analysis survey of international graduate students and faculty advisors at the University of Oregon to find what writing tasks are required beyond the level of EAP writing courses.

9. The English language

EMAIL LANGUAGE	An article by Natalie Maynor on the new language forms that appear in email discourse.
ENGLISH HOMOPHON	A list of English homophones prepared by John Higgins.
ESLBLOOPERS	Amusing ESL errors.
INDLISH ARTICLE	A 1986 article from the Los Angeles Times about the variety of English spoken in India known as 'Indlish'.
IPA FONTS	Postings about the availability of International Phonetic Alphabet fonts for IBM and Mac.
MINPAIRS FEETFITA	computer-generated list of 312 minimal pairs contrasting the vowel sounds in feet and fit, followed by two shorter lists that contrast thigh-thy and thin-tin, submitted by John Higgins.
MINPAIRS HAD-HEAD	A computer-generated list of 324 minimal pairs contrasting the vowel sounds in had-head, submitted by John Higgins.
WORLDENGLISH	A TESL-L discussion file on World Englishes.

10. commercial

BABEL INFO	Description and ordering information for The Multilingual PC Directory, by Ian Tresman, which is a source book for IBM PC language software of all sorts (word processing, spell-checking, character sets, translation, etc.).
BOOKS ONDISK	A list of texts available on disk from Spectrum Press.

CAL PRDCLS	A list of periodicals related to computer assisted learning. The file also contains instructions for retrieving the latest version of the list, and additional descriptive information about the periodicals.
EDUNET SERVICE	A press release of a company offering WWW services for schools and colleges to disseminate information.
EFL GAZETTE	A special subscription offer for TESL-L members.
EURO CENTRE	Information on CALL programs available on Eurocentre's library disks.
ONLINE BOOKSTOR	How to obtain books electronically from the Online Bookstore via the Internet.
ONLINE ENCYCLOP	An announcement of the future availability of the Encyclopedia Britannica (fall, 1994) online by subscription of colleges.
WORLD CLSSROOM	This file describes a global curriculum and information network for K-12 classrooms, available by semester or annual subscription.
SPINNEY PRESS	A publications list and order form for "Issues for the Nineties," an educational resource series on contemporary social issues.

The following filelists contain the files related to the branch lists of TESL-L. You can use the index command (e.g. INDEX TESLIE-L) to see which files and logs are available in each of the branches.

TESLCA-L FILELIST
TESLFF-L FILELIST
TESLIE-L FILELIST
TESLIT-L FILELIST
TESLHELP FILELIST
TESLJB-L FILELIST
TESLMW-L FILELIST
FLUENCYF FILELIST
TESL-L FILELIST Send INDEX TESP-L command to get up to date info about this filelist